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capitalization give merely rules to be followed, with little explanation of underlying principles; but one must remember that this is a manual, not a textbook. To anyone who has ever attempted to present similar material, the orderly arrangement of the complex mass of information shows the most painstaking skill.

In the chapter on "Grammatical Notes" there is included a list of words and phrases commonly misused. The list is so well chosen that, although it consists of only three hundred words, it includes most of the faults one has learned to look for in the manuscript of young writers. It is free, moreover, from the finical niceties of the purist. One can, therefore, only wonder the more at the inclusion of *demean* in the sense of "degrade," especially when such an authority as *The New English Dictionary* recognizes this use of the word.

The last five chapters answer the questions that arise in regard to the technical preparation of manuscript for publication. In the brief space of fifty pages it gives all the information necessary for an author in regard to type-forms, illustrations, proofreading, and the law of copyright. As the chapter on "Illustrations," contributed by Mr. A. C. McFarland, General Superintendent of the University of Chicago Press, presents material which is entirely new in handbooks of this sort, one can only regret that he did not give a more detailed explanation of the various processes and of their relative values.

Another feature both novel and valuable is the advice given in regard to the preparation of a careful index. Every person who has reason to refer to this book must give thanks that the authors practice what they preach. The index is a model.

The volume contains in concise form so much reliable information that every would-be author should have, that it ought to be recommended by readers for magazines and publishing houses, and by those harassed professors of English who are constantly appealed to by a perplexed public to decide questions of usage.

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*Jung Deutschland.* By ANNA T. GRONOW. Boston: Ginn & Co., 1912.  
Pp. xvi + 264. \$0.90.

*Jung Deutschland* is a new type of textbook for the study of German that has come from the press within the last year. It is a type of book for which progressive teachers have searched the publishers' lists in vain so far, a textbook which is not only thoroughly adapted to the "direct method" of teaching modern languages but also a work which is unmistakably the result of careful modern classroom practice. It is the lack of a textbook possessing these qualifications that has so far made the successful teaching of German so difficult in our secondary schools.

The book consists of carefully prepared selections of reading-material,

stories, anecdotes, descriptions, letters, dialogues, rhymes, riddles, proverbs, and exercises based on these. A few well-chosen songs with music are included, and an outline of the essentials of grammar is appended. Artistic illustrations conveying a German atmosphere add a charm to the book that is unique and invaluable. The reading-material, which is simple enough to be used in the upper grades of the elementary school as well as in the high school, is essentially German in character. The grammatical constructions are confined to the essentials, and as the text offers no difficulties in the way of vocabulary or subject-matter, the grammatical forms and principles will be easily discerned by the pupil. A novel feature is the postponement of the adjective declension to a much later stage of the work than is usually the case, the utmost simplicity being thus secured. Further to insure the mastery of the material presented, numerous questions and exercises based on the reading-material accompany the text throughout. The author here again applies sound pedagogical theory by handling the material in such a variety of ways that it easily becomes more permanently fixed in the mind of the pupil. The exercises are indeed a noteworthy feature of the book. As a practical demonstration of how to teach German through the German, they are far in advance of anything that we are accustomed to find in our textbooks and will merit examination by all those who are interested in more efficient teaching of the German language.

Those teachers who have become interested in fostering a good German *Aussprache* will regret the absence of a few directions in regard to the use of what might be called "practical phonetics." This lack is especially to be regretted as the text itself furnishes the rhymes which can be used so effectively in the acquisition of a good pronunciation. I would also suggest in a revised edition the substitution of a few longer selections for the large number of short pieces and a more careful working-out of details, especially in the beginning of the book.

*Jung Deutschland* is one of several books just from the press which seems to indicate that we are to have renaissance in German texts for secondary schools, and a corresponding improvement in modern-language instruction in our country. Individual teachers have used the "direct method" before this, but the prevailing type of textbook has necessitated many compromises with this method on the part of the average teacher. *Jung Deutschland* is a type of textbook that will undoubtedly be generally demanded in the near future.

*Sprach- und Lesebuch.* By W. H. GOHDES and H. A. BUSCHEK. New York: Henry Holt & Co., 1912. Pp. vi+366. \$1.15.

This textbook, recently published, is one of the new books which indicate that the revolution in the teaching of modern languages which has so long been under way in Europe is beginning to assume a more serious aspect in our own country. It is thoroughly in accord with the requirements of the "direct method" and is a type of book very similar to Gronow's *Jung Deutschland*, reviewed above.